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Apropos of the numerous writings of children now appearing in print, *Child Vision* is well timed. In it the author has disclosed the secret of their charm, the harmonious expression of the child's inner experiences, in setting forth her new and original method of teaching composition to children. A gifted child does this naturally and the average child can be helped by understanding adults. The principal thesis is that children should compose on subjects of their own choosing, since as a rule their minds are full of images which they would like to express in words if they but had the skill. It is the work of the teacher, therefore, to refrain from giving the child ideas, and "help him to find the right words which truly convey the meaning he wants to express." The author would have the child use his "intuition as well as his intellect." The novelty of the method consists in having one child stand before the class and describe a scene which he has vividly in mind, while the other children of the class draw it with colored chalks. This furnishes an objective test which very young children may use as to the accuracy of expression. Later work of the pupil shows the results of this method in the habits they have formed which enable them to handle more difficult subjects with an unusual degree of originality and logicity not otherwise obtained.

L. PEARL BOGGS

URBANA, ILL.

JOURNALS AND NEW BOOKS

JOURNAL OF EDUCATIONAL PSYCHOLOGY. April, 1921. *Psychology of Drill in Arithmetic: The Amount of Practise* (pp. 183-194): E. L. THORNDIKE. — A volume could be written concerning how much practise a child should give to each bond in each of the types of complex situations in arithmetic where it has to operate. There is need for much* experimentation in making sure of effective learning without wasteful overlearning. Some of the facts of importance are: The text book used may give far too little practise on certain bonds; it may divide the practise given in ways that are apparently unjustifiable. By the proper division of practise amongst bonds, the arrangement of learning so that each bond helps the others, the adroit shifting of practise of a bond to each new type of situation requiring it to operate under changed conditions, the elimination of excess practise where nothing substantial is gained, notable improvements over the past hit-and-miss customs may be expected.

Intelligence and its Measurement, A Symposium.

VIII (pp. 195-198): V. A. C. HENMON. — We need more accurate scaling of the items within the individual tests, the reduction in number or elimination of tests that test similar functions, the application of the method of partial correlations to determine causal relationships and the correct weights to be assigned to the individual tests in the scale as a whole. We also need to determine the importance of various character traits which apart from intellect as such make for success in the tests.

IX (pp. 198-201): JOSEPH PETERSEN. — Interest is shown in the selection of a battery of tests that measure widely different functions, and in getting better general intelligence tests as well as valuable data on the interrelation of mental functions.

X (pp. 201-207): L. L. THURSTONE. — Intelligence is the capacity to inhibit instinctive behavior in an unfinished stage of its formation and to modify it at that stage by means of an imaginal stimulus which is relatively remote from that which is immediately and perceptually present. We should draw a sharp line of distinction between service and research in mental test work. No test should ever be used for any kind of service, unless it is known what the test diagnoses. A test may be good for one criterion and poor for another criterion. We should never talk about a "good" test without telling what it is that the test is good for. We need to rationalize our findings in the field of mental tests. Unfortunately there are relatively few mental testers who are interested in deriving psychological fundamentals from mental tests. Another line of mental test work which one would like opened up is the diagnosis of the volitional and emotional characteristics which determine our character traits. Intelligence is only one of the elements in mentality and it has been overworked because it is accessible to measurement. We should investigate the possibility of diagnosing character traits by some new kinds of mental test, self-analysis forms, and other procedures. Many interesting problems are suggested.

XI (pp. 207-210): HERBERT WOODROW. — Intelligence is the capacity to acquire capacity. More information is needed on every point connected with brightness, or relative intelligence, in distinction from absolute intelligence.

XII (pp. 210-212): W. F. DEARBORN. — The assumption of fixed variability is open to question.

XIII (pp. 212-216): M. E. HAGGERTY. — The next steps in research seem directed toward (1) perfection in technique and statistical criteria of verbal tests for the ranges of ability where such verbal tests may be used, (2) the development of non-verbal tests for young children, for illiterate and non-English reading children and adults, and for the examination of those special aspects of intelli-

gence, if they exist, which are not properly measured by verbal tests.

The Relationship between Eye Perception and Voice Response in Reading (pp. 217-227): G. T. BUSWELL. — In oral reading the eye always moves along the line of print in advance of the voice, at times keeping very far in the lead and at other times very little in advance. An immature reader tends to keep the eye and voice very close together. In order to determine more fully and accurately the nature of the eye-voice span an investigation was organized to cover a series of problems which were involved. A brief summary is given. *Prophecy of Learning Progress by Beta* (pp. 228-231): GARRY C. MYERS. — Men in the First Recruit Educational Center at Camp Upton were given the Beta test. The problem was to find out if the low Beta men progress as rapidly as the high Beta men. The figures show that those highest in Beta tend to progress much faster than those rating low in Beta. *Department for Discussion of Research Problems. New Publications in Educational Psychology and Related Fields of Education.*

Aristotelian Society. Proceedings. 1920-21. London: Williams and Norgate. 1921. Pp. 246.

NOTES AND NEWS

DR. F. L. WELLS, of the Boston Psychopathic Hospital, has been appointed instructor in experimental psychopathology at the Harvard Medical School.

DR. JOHN E. COOVER, of Leland Stanford University, has been promoted to the rank of associate professor of psychology.

The Psychopathic Review, a new monthly periodical, has just brought out its first issue, dated September, 1921. It is published by the Psychopathic Clinic of San Diego, Calif., and is described as "a strictly non-technical magazine."